

Unique Learning Needs Crosswalk

The chart (below) reflects a crosswalk between Unique Learning Needs in the proposed Tennessee Investment in Student Achievement (TISA) the Special Education Option Codes in the current Basic Education Program Formula (BEP). Please note that in the current TISA proposal, **this would need to go through a rule-making process between the Tennessee Department of Education and the General Assembly Government Operations Committee.**

Unique Learning Need (ULN)	Weight %	Current Special Education Option Code	English Learners (EL) and Characteristics of Dyslexia
1	15	1	
2	20	2	Characteristics of Dyslexia English Learner Tier I
3	40	3	
4	60	N/A	English Tier II
5	70	N/A	English Learner Tier III
6	75	4	
7	80	5	
8	100	6	
9	125	7 and 8	
10	150	9 and 10	

***Note:** For LEA projection purposes, English Learner students coded as Transition 1 or 2 (T1 or T2) were coded as English Learner Tier I; students coded as Waived (W) were coded as English Learner Tier II; and students coded as served (L) were coded to English Learner Tier III. For Characteristics of Dyslexia, the projections assume 5% of the student population in each school may display these characteristics and not already be covered under an IEP.¹

English Learners

The chart below reflects an approach to creating tiers for English learners. The federal government has certain requirements, which are considered here as well. English learners are typically given up to six years to develop English proficiency.² The proposal below reflects subcommittee feedback to scaffold funding in a way that meets the needs of the learner, as opposed to a one-size-fits-all approach. The length of time reflected ensures guardrails are in place.

¹ <https://www.tn.gov/content/dam/tn/education/special-education/dys/2019-2020%20DAC%20REPORT.pdf>;
<https://www.mtsu.edu/dyslexia/faq.php>

² <https://wida.wisc.edu/sites/default/files/resource/Brief-TIIINationalEvaluationSupplementalReport.pdf>;
<https://www.edweek.org/teaching-learning/how-long-does-it-take-ells-to-develop-english-proficiency/2015/08>;
<https://eric.ed.gov/?id=ED443275>;

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Weight Category	Path 1 No English proficiency and no formal schooling for the last 2 years.		Path 2 No English proficiency, with minimal literacy in the student’s first language.	Individual Learning Plan?	Assessment?
Tier III: Language Focused Supports (ULN 5)	Up to 4 years	OR	Up to 3 years	YES	WIDA
Tier II: Academic and Career Readiness Focused Supports (ULN 4)	Up to 2 years		Up to 3 years	YES	WIDA and/or TCAP and/or Industry Credential
Tier I: Transition Supports (ULN 2)*	Long-term English Learner (LTEL): Students in year seven of school attendance who have not exited EL status by passing the WIDA assessment. Students who have earned a passing score on the WIDA assessment and are transitioning. (Years 1 and 2 after testing out, as outlined in federal law).			YES	WIDA/TCAP

* This tier also captures supports for students who have waived services – ensuring districts have resources to support students for a two-year period.